

**EPABOR 112: Aboriginal Tertiary Foundation Studies 1**

Ourimbah

Semester 1 - 2024



*The Pathways and Academic Learning Support Centre recognises and respects the unique history and culture of Aboriginal and Torres Strait Islander peoples and their unbroken relationship with the lands and the waters of Australia over millennia. We are dedicated to reconciliation and to offering opportunities for Aboriginal and Torres Strait Islander peoples to access and succeed in higher education. The Centre is committed to providing a culturally safe and inclusive environment for all.*

**OVERVIEW**

<b>Course Description</b>	Designed to provide Aboriginal and Torres Strait Islander students with the learning skills necessary for tertiary study.
<b>Academic Progress Requirements</b>	Nil
<b>Requisites</b>	This course is only available if you are active in the Yapug [11195] program.
<b>Contact Hours</b>	<b>Lecture</b> Face to Face On Campus 1 hour(s) per week(s) for 12 week(s) starting Week 1  <b>Tutorial</b> Face to Face On Campus 2 hour(s) per week(s) for 12 week(s) starting Week 1
<b>Unit Weighting</b>	10
<b>Workload</b>	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

**COURSE OUTLINE**

---

# CONTACTS

<b>Course Coordinator</b>	<b>Ms Taylah Gray</b> <a href="mailto:Taylah.Gray@newcastle.edu.au">Taylah.Gray@newcastle.edu.au</a> Consultation: Please email to schedule an appointment.		
<b>Teaching Staff</b>	Other teaching staff will be advised on the course Canvas site.		
<b>School Office</b>	<table><tr><td><b>Callaghan</b> Ground Floor, General Purpose Building (GP) Ph: 02 4921 5558 <a href="mailto:enabling@newcastle.edu.au">enabling@newcastle.edu.au</a></td><td><b>Ourimbah</b> HO 168, Humanities Building Ph: 02 4348 4076 <a href="mailto:enabling@newcastle.edu.au">enabling@newcastle.edu.au</a></td></tr></table>	<b>Callaghan</b> Ground Floor, General Purpose Building (GP) Ph: 02 4921 5558 <a href="mailto:enabling@newcastle.edu.au">enabling@newcastle.edu.au</a>	<b>Ourimbah</b> HO 168, Humanities Building Ph: 02 4348 4076 <a href="mailto:enabling@newcastle.edu.au">enabling@newcastle.edu.au</a>
<b>Callaghan</b> Ground Floor, General Purpose Building (GP) Ph: 02 4921 5558 <a href="mailto:enabling@newcastle.edu.au">enabling@newcastle.edu.au</a>	<b>Ourimbah</b> HO 168, Humanities Building Ph: 02 4348 4076 <a href="mailto:enabling@newcastle.edu.au">enabling@newcastle.edu.au</a>		

# SYLLABUS

<b>Course Content</b>	This course is designed to provide students with the skills necessary to enter into an undergraduate degree in a culturally appropriate way.
<b>Course Learning Outcomes</b>	<p><b>On successful completion of this course, students will be able to:</b></p> <ol style="list-style-type: none"><li>1. Implement a range of written formats suitable for the commencement of tertiary study.</li><li>2. Read and develop notes with increased confidence.</li><li>3. Employ basic academic referencing skills.</li><li>4. Interpret oral information, discuss and present on topics at a suitable level for undergraduate study.</li><li>5. Use a learning management system, word processing and other software necessary for undergraduate study.</li><li>6. Research, evaluate and present relevant information.</li><li>7. Construct an argument in written and oral form.</li><li>8. Develop the skills to respond to various assessment types including essay writing, seminar presentations and examinations.</li></ol>
<b>Course Materials</b>	All course materials will be provided on the course Canvas site. Students are not required to purchase a textbook.

# SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Introduction to course and university studies  Yarning circle- Cultural foundations and identity	<ul style="list-style-type: none"> <li>- What is expected of you at university and in this course?</li> <li>- Understanding the requirements of this course / assessments</li> <li>- Timetabling – weekly / semester</li> <li>- Time management / Setting realistic goals</li> <li>- Maths and Comprehension assessment</li> </ul>	In Class assessment - Why are you at university?
2	4 Mar	Understanding Assessments  Thinking Critically and Analytical skills	<ul style="list-style-type: none"> <li>- The different types of assessments (Essay's, Presentations, Annotated Bibliographies, Reports, Journals, Group work, Exams)</li> <li>- Note taking Reading for assessments</li> <li>- How to develop critical thinking skills</li> <li>- Personalised Learning Plan</li> </ul>	In Class assessment – Note taking/reading for assessments
3	11 Mar	Computer literacy	<ul style="list-style-type: none"> <li>- Library Tour</li> <li>- Computer literacy</li> <li>- Canvas/Turnitin NuMail Journals in Canvas</li> </ul>	In class assessment - Computer literacy  Online Learning statement - PLP
4	18 Mar	Referencing / Plagiarism / Bibliography	<ul style="list-style-type: none"> <li>- Research strategies for assessments</li> <li>- What is plagiarism?</li> <li>- How to Harvard reference?</li> <li>- How to create a bibliography</li> </ul>	In Class assessment - referencing  Online Learning statement
5	25 Mar	Presenting your work  Working in groups/teams  Yarning circle - Cultural Foundations, Country / Place	<ul style="list-style-type: none"> <li>- How to do presentations (Format, Do's and Don'ts)</li> <li>- Creating a PowerPoint presentation</li> <li>- Group work</li> <li>- Working effectively in groups</li> <li>- Allocation of groups</li> </ul>	In class assessment on presentations
6	1 Apr	Researching using Library resources	<ul style="list-style-type: none"> <li>- Library visit Researching in the library database</li> </ul>	In class assessment – Researching  Online Learning Statement
7	8 Apr	Annotated Bibliographies	<ul style="list-style-type: none"> <li>- What is an Annotated Bibliography</li> <li>- Format of Annotated Bibliographies</li> <li>- Annotated Bibliographies in practice</li> <li>- In Class Presentations</li> </ul>	In class assessment – annotated Bibliography  In Class Presentations

**Recess**

**Recess**

<b>8</b>	29 Apr	Essay writing Yarning Circle - Cultural Foundations, Heritage	<ul style="list-style-type: none"> <li>- Overview of essay writing and essay structure</li> <li>- Analysing the assessment essay question and rubric</li> <li>- In Class Presentations</li> </ul>	<p>In class assessment – Essay writing</p> <p>Online Learning statement</p> <p>In Class Presentations</p>
<b>9</b>	6 May	Essay Writing	<ul style="list-style-type: none"> <li>- Deconstructing and writing paragraphs</li> <li>- Quotations, paraphrase and summary writing &amp; using quotations</li> <li>- In Class Presentations</li> </ul>	<p>In class assessment – Essay writing</p> <p>In Class Presentations</p>
<b>10</b>	13 May	Report Writing	<ul style="list-style-type: none"> <li>- Overview of report writing and report structure</li> <li>- How reports differ to essays</li> <li>- Referencing for reports</li> <li>- In Class Presentations</li> </ul>	<p>In class assessment – Essay writing</p> <p>Online Learning statement</p> <p>In Class Presentations</p> <p>Essay Plan / Partial Essay</p>
<b>11</b>	20 May	Editing, proofreading and receiving feedback	<ul style="list-style-type: none"> <li>- Editing &amp; proofreading-revising initial ideas, editing</li> <li>- In Class Presentations</li> </ul>	<p>In class assessment – Proof reading</p> <p>In Class Presentation</p>
<b>12</b>	27 May	Preparing for exams Yarning Circle - Cultural Foundations - Culture	<ul style="list-style-type: none"> <li>- Preparing for exams</li> <li>- Types of exams</li> <li>- What to expect in formal exams?</li> <li>- Being prepared for exams</li> <li>- Stress less session</li> <li>- In Class Presentations</li> </ul>	<p>In class assessment – preparing for exams</p> <p>Online Learning statement</p> <p>In Class Presentations</p>
<b>13</b>	3 Jun	If required	If required	Take home quiz

**Examination Period**

**Examination Period**

# ASSESSMENTS

This course has 5 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	In class assessment	During tutorial Weeks 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	Individual	20%	1, 2, 3, 4, 5, 6, 7, 8
2	Online learning statement	During tutorial Weeks 4, 6, 8, 10 & 12	Individual	20%	1, 2, 3, 5, 6, 7, 8
3	Presentation	During tutorial Weeks 7, 8, 9, 10, 11, 12	Group	10%	1, 2, 3, 4, 5, 6, 7, 8
4	Essay Plan/Partial Essay	Friday 17 <sup>th</sup> May at 5:00pm	Individual	30%	1, 2, 3, 4, 5, 6, 7, 8
5	Take Home Quiz	Friday 7 <sup>th</sup> June at 5:00pm	Individual	20%	1, 2, 3, 4, 5, 6, 7, 8

## Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 5% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

## Assessment 1 - In class assessment

<b>Assessment Type</b>	Quiz
<b>Description</b>	The in-class assessments will involve participating in tutorial activities and then completing an activity sheet, which will be handed in and marked according to the requirements of that week. Students will be given complete instructions in class.
<b>Weighting</b>	20%
<b>Due Date</b>	During tutorial Weeks 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Correct answers
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Feedback will be provided in Canvas

## Assessment 2 - Online learning statement

<b>Assessment Type</b>	Portfolio
<b>Description</b>	This is a reflective task. Description This written assessment is divided into two parts: Students will outline 5 personal learning goals (PLP) in class in week 2 and write this in their Online Learning statement in week 3. Students will submit a written reflection every 2 weeks (weeks 4, 6, 8, 10 & 12) that addresses what they are learning each week and how this learning is building on their personal learning goals outlined in week 3. The written reflection will include the following: 1. The challenges that you have faced each week 2. Reflect on weekly tasks and learning in the course 3. What skills have you gained from doing this course 4. Your progress on your Personalised Learning Plan *** You must include evidence of all of your five goals.
<b>Weighting</b>	20%
<b>Due Date</b>	During tutorial Weeks 4, 6, 8, 10 & 12
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Rubric provided in Canvas
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Feedback will be provided in Canvas

---

## Assessment 3 - Presentation

<b>Assessment Type</b>	Presentation
<b>Description</b>	<p>Presentations are a regular expectation of university assessments for students. The presentation for this course will;</p> <ul style="list-style-type: none"><li>• Assist students to develop presentation skills</li><li>• Increase student confidence in addressing audiences</li><li>• Assist in the development of skills in organising information for presentations</li></ul> <p>Students will do a presentation in class starting in week 7. Students will be allocated in week 5 Tutorial.</p> <p>Power Point Presentation</p> <ul style="list-style-type: none"><li>• You must use PowerPoint and any other audio-visual equipment or aids as you require.</li></ul> <p>The presentation must be in your own words, and you must reference the source of the information using Harvard format.</p>
<b>Weighting</b>	10%
<b>Due Date</b>	During tutorial Weeks 7, 8, 9, 10, 11, 12
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Rubric provided in Canvas
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Feedback will be provided in Canvas

## Assessment 4 - Essay Plan/Partial Essay

<b>Assessment Type</b>	Written Assignment
<b>Description</b>	<p>The assignment provides an opportunity for students to practise the skills required to compose an academic essay for university. Students will prepare and research an Essay topic and submit an essay plan and partial essay based on the following: Identify and describe a health issue affecting Aboriginal peoples/communities. The essay plan will outline:</p> <ol style="list-style-type: none"><li>1. What is your chosen topic? Specify and describe it.</li><li>2. An outline of how the essay will look – a topic sentence for each paragraph</li><li>3. What resources will you use and how did you locate them</li></ol> <p>The Partial Essay: The student will write a full introduction and first body paragraph to the health issue outlined in the Essay Plan. The partial essay will assess skills in structuring written work, academic writing, incorporating evidence and referencing in the Harvard format.</p>
<b>Weighting</b>	30%
<b>Due Date</b>	Friday 17 <sup>th</sup> May at 5:00pm
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Rubric provided in Canvas
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Feedback will be provided in Canvas

## Assessment 5 - Take Home Quiz

<b>Assessment Type</b>	Quiz
<b>Description</b>	Students will be assessed on the knowledge they have learned throughout the semester for this course on all topics covered from week 2 - 12.
<b>Weighting</b>	20%
<b>Due Date</b>	Friday 7 <sup>th</sup> June at 5:00pm
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Rubric provided in Canvas
<b>Return Method</b>	Not returned
<b>Feedback Provided</b>	No feedback will be provided for this assessment

# ADDITIONAL INFORMATION

## Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

## Communication Methods

**Email** is the principal form of communication at the university and within this course. Always use your student email (NUmail), rather than a private email address, and check this regularly. As Course Coordinator I will try to respond to your email within three (3) working days. I will not normally respond to emails over the weekends. Please be courteous in your email communication and in the online space.

**Canvas** is used to distribute course material, announcements and other information. It is also used for online quizzes and to allow students to track their individual progressive assessment results throughout the semester via Grades.

**Discussions forums** in Canvas can be used to ask questions about minor issues. Students are strongly encouraged to use these to communicate with each other, discuss issues relating to the course, and solve minor problems.

## Attendance and Engagement

In addition to face-to-face hours in class, out-of-class study and related work will require an additional commitment of up to 10 hours per week of reading, preparation, and study time over the semester. Students are required to spend on average 120-140 hours of effort (contact and non-contact hours including assessment) per semester per 10 unit course.

To maximise your learning opportunities, you should read all relevant material prior to attending class.

It is strongly recommended that you attend your classes every week. Our data shows that you will get better results if you attend class with your peers. If you do have to miss a class, you should catch up on any missed work by accessing lecture recordings if you are enrolled face-to-face. While online tutorials are recorded, on-campus tutorials are not, so you should view other resources available on your Canvas site and contact your course coordinator if you would like advice on how to best catch up on any material that was missed. **If you are unable to attend classes regularly you should reach out to your course coordinator as soon as possible to discuss ways that you can continue to engage with the learning material.**

A plan of regular revision throughout the semester is also strongly recommended to help you manage your time, consolidate information and retain that knowledge for the duration of

---

the course and beyond.

Assessment items have been designed to reinforce and revise the course material, and ensure you are up to date with course content. You are required to submit all assessable items by the due dates unless prior arrangements have been made.

**Additional Contact Details**

If you have any questions about your course, please speak with your course coordinator, lecturer or tutor first. For general enquiries, please contact the Pathways and Academic Learning Support Centre Office or your Student Liaison Officer. Contact details for both the office and Student Liaison Officers can be found [here](#).

Yapug students can also contact your Indigenous Enabling Learning Advisor [Hannah Pipe](#) or your Program Convenor [Dan Collins](#).

**Adverse Circumstances**

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for Adverse Circumstances must be lodged via the online Adverse Circumstances system for all individual assessment items worth 30% or greater **by 11:00pm on the day the assessment is due**. For assessment items less than 30%, you will need to contact your Course Coordinator by 11:00pm on the due date of the assessment item.

Before applying you must refer to the [Adverse Circumstances Affecting Assessment Items Procedure](#) and the [Adverse Circumstances Affecting Assessment Items Policy](#).

Please note that students must submit their adverse circumstances application via the online Adverse Circumstances system by 11:00pm on the due date of the assessment item, even if you are using a [Reasonable Adjustment Plan \(RAP\)](#) as your supporting documentation.

**Written Assessment Word Limits**

If this course includes written assessments, the word limit listed will include headings, sub-heading, in-text citations, quotes and referencing but does not include the list of references, appendices and footnotes. You will not receive a penalty for exceeding the word limit (there is a tolerance of up to 10%), but any work after the maximum word limit may not be included within the allocation of marks.

**Academic Misconduct**

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. Please refer to the [Student Academic Integrity Policy](#).

**Oral Interviews (Vivas)**

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

**Workplace Health and Safety Requirements**

There are no specific WH&S requirements for this course.

**Software**

Free Microsoft Office software is available to enrolled students [here](#) and includes 5 TB of free cloud storage with OneDrive.

**Timetable**

Your timetable for this course is available via the myUni Student Portal and can also be found [here](#).

**Course Evaluation**

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

**Important Policy Information**

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the [policies](#)



---

[and procedures](#) that support a safe and respectful environment at the University.

*This course outline was approved by the Director, PALS. No alteration of this course outline is permitted without Director approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*  
© 2024 The University of Newcastle, Australia